

N.B.—The Programmes must be used in conjunction with *Home Education and Parents and Children*.

Programme 122†

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( January to March, 1932.  
April to July, 1932, overseas. )

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

FORM I, (A & B).

(Ages 6 to 9).

PUPILS' NAMES.....

**Bible Lessons.**

The Bible text must be read and narrated without interruption.

**A & B**

I. Suitable stories from *I. Kings*, chapters 12, 15-19, 21 and 22, *II. Kings*, chapters 9, 2, 4 and 5 (see Paterson Smyth).

Beginners: Teacher may use *Bible Stories for My Grandchildren*, by "Lois," (Oxford Press, 3/6).

II. Suitable stories from *St. Mark's Gospel*, chapters 9 (verse 14) to 10, and 14-16 inclusive.

Teacher may study Dr. Paterson Smyth's *Prophets and Kings* (Sampson Low, 2/6), lessons 9-13, inclusive (omitting questions), in order to bring the passages home to the children; Commentary on *St. Mark*, by Bishop Walsham How (S.P.C.K., 9d.).

Teacher will find the following books useful for personal study: *The Little Bible* (Oxford Press, 2/6, see Appendix for Teachers and Parents). *Fact and Faith in the Bible*, by Rev. W. R. Williams, M.A. (S.P.C.K., 3/6). *The Accuracy of the Old Testament*, by J. Garrow Duncan, B.D. (S.P.C.K., 6/-). *Side-Lights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-).

† The 122nd term of work set since the Parents' Union School began.

**CORRECTION.** (Old Testament.)

A & B I. Suitable stories from *Genesis*, chapters 1-15, inclusive.  
Teacher study Dr. Paterson Smyth's *Genesis* (Sampson Low, 2/-),  
lessons 1-8.

Recitations. Verses from *Genesis*.



Prayers, Hymns, etc.

*The Children's Kingdom* (daily readings), by G. Watts and S. Perrin (Blackwell, 2/6). *The Children's Book of Prayers*, by S. B. Macy (S.P.C.K., 9d.). Bible Atlas (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren; words and music, 3/-; words only, 6d.), or, *The Church and School Hymnal* (S.P.C.K., 3/6; words only, 1/6).

Sunday Reading:

- A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-, or, Nelson, 1/3), pp. 219-299. *The Story of Stanley* (Nelson, 1/6).
- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-).
- A & B *Chopsticks*, by F. I. Codrington (S.P.C.K., 2/6), pp. 77-154.

Sunday Occupations:

- A & B *The Treasure Ship Sails East*, (S.C.M., 3/6), for stories, games and occupations.

Writing.

- A *New Handwriting\** (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card); it is essential that the teacher should study instructions, (6d.).

- A Cards 3 (small letters), 1 and 2 (capitals), and 5 (numbers and joining of letters). Two letters to be mastered each lesson. Transcribe from reading and poetry books. Write words and short sentences from dictation. New words must be visualised beforehand (see *Home Education*, pp. 240-243). Cards 6 and 7 are good models for cursive writing.

Upper I.A., write verses from memory, and occasional short narrations.

- B Cards 4 (strokes and simple small letters) and 10 (simple capitals). One letter to be mastered each lesson. Write, or print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

Tales.

- A *The Pilgrim's Progress\** (Oxford Press, 3/6, or, Nelson, 1/3), Part I., from "The Pillar of Salt" to the end. *Tales of Troy and Greece,\** by Andrew Lang (Longmans, 5/-), pp. 145-200.
- B Three or four Fairy Tales: choose from Andersen's *Fairy Tales*, or, from Grimm's *Fairy Tales* (both Oxford Press, 3/6, or any complete edition). *Æsop's Fables* (Murray, 2/6): choose from pp. 1-36.

English History.

- A *Our Island Story,\** by H. E. Marshall (Jack, 10/6, or, Part II., 3/3), pp. 230-285 (1347-1485). *Tales from St. Paul's Cathedral\** (Revised Edition), by Mrs. Frewen Lord (Sampson Low, 1/6), pp. 63-88.
- B *Our Island Story* (Jack, 10/6, or, Part I., 3/3), pp. 85-128 (1017-1100).

Geography.

- A *Ambleside Geography Books*, Book I.\* (1926 edition) (Kegan Paul, 2/6), lessons 36-38 inclusive; Book II.\* (1926 edition, 3/-) pp. 22-42, inclusive. (Map questions to be answered before each lesson). Pace and make plans of part of a garden, park, or playground. Learn something about six places connected with recent events.

Local geography out-of-doors (see *Home Education*, Part II.).

Philip's *Atlas of Comparative Geography\** (3/6).

Take *The Home and Classroom Section of The Times* (Times Office direct, 6/- a year).

- B *Ambleside Geography Books*, Book I., lessons 1-5, inclusive. *Happy Homes in Foreign Lands*, by A. A. Methley, F.R.G.S. (Wells Gardner, 1/6), pp. 63-72 and 93-120 (India, Egypt, the Arctic). *The Children of the Igloo* (Milford, 3½d. or 6d.). Learn something about six places. Father and Mother (or teacher) have visited. (1), Describe, (2), make in tray of sand, roads, parks, streets near home.

Natural History.<sup>1</sup>

- A & B Keep a Nature Note Book\* (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55), with as much out-door observation as possible. Find and name six kinds of twigs; watch (a) animals, (b) birds.

Teacher will find useful: *Nature Rambles*: Vol. I., *Spring to Summer*; and *Nature in the Garden*, Vol. I.: *Early Days to Midsummer*; both by E. Stop, F.L.S. (Warne, 2/6 each).

- A *Birds of the Air\** ("Eyes and No Eyes Series," Cassell, 1/3), pp. 5-44. *Wild Creatures of Garden and Hedgerow*, by Frances Pitt (Constable, 7/6), pp. 71-142.
- B *Highways and Hedgerows* ("Eyes and No Eyes Series," Cassell, 1/3), pp. 41-84. *Birdland*, by Oliver Pike (R.P.S. 6/-), Part II., pp. 64-107.
- or, (overseas) A & B, *Within the Deep\** ("Eyes and No Eyes Series," Cassell, 1/3), pp. 7-44. *Animal Life in Africa,\** by Martin Duncan (Milford, 1/-), pp. 5-50.

French.<sup>2</sup> (See N.B. 4.)

The work should be oral only, but in Upper I.A children may write down words and short sentences.

- A (Upper), *La Vie de Madame Lapine* (Dent, 1/4), ten lessons. Learn a poem from *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.).
- (First Year). *Cours de Français, Méthode Orale, Premier Livre*, by F. Thémoin (Hachette, 2/-), ten lessons.
- Optional: a fable from *French Fables in Action*, by V. Partington (Dent, 1/9) children to narrate.
- B *La Vie de Madame Souris* (Dent, 1/-), six lessons each term.

<sup>1</sup> Members overseas see special leaflet.

<sup>2</sup> Schools may substitute the national language.



A & B *Sonnez les Matinées* (P.N.E.U. Office, 4/6), or, French singing games from *Chantés mes Enfants*, by Lady Bell (Hachette, 3/6).

Teacher will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Company, 2/6); with six Columbia records (6/- each, not stocked at the P.N.E.U. Office).

Number. (See N.B. 4.)

(*Teachers' Books are essential*). Some rapid mental work for A and B each lesson, and regular practice in tables.

A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I.\* (University of London Press, Pupils' Book 10d, Teacher's Book, 2/-).

(4th term), Pupils' Book, pp. 34-45, inclusive; with *Fundamental Arithmetic Cards*, Standard I., Set A or B (1/3 each), cards 17-19, 20, 24;

(1st term), pp. 1-11, with cards 1-3, 6, 7 and 9.

B (1st term). *Step-at-a-Time Arithmetic*, Book I.\* (A. & C. Black, Pupils' Book, 7d.), pp. 1-13. (Teacher's Book, 2/-). Sums may be worked with dominoes, beans, etc., at first.

Beginners: *Number*, by Mrs. W. A. Stephens, B.Sc.(Lond.) (P.N.E.U. Office, 4d.).

Picture Study (see *Home Education*, pp. 307-311).

A & B Study reproductions of six pictures by Corot\* (P.N.E.U. Office, 2/- the set); see notes for teachers only in the January number of the *Parents' Review*.

Brushdrawing.

A & B Paintings of (a) six kinds of twigs; (b) six wild creatures that you have been able to watch; scenes from stories taken from reading books set.

Children should draw occasionally from memory, with brush, crayon, or chalk. Pencils should not be much used. See *Home Education*, page 313.

Paint-box with specially chosen colours, brush and palette, (P.N.E.U. Office, 2/6). Box of crayons (4d.), coloured chalks, (6d.). For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each).

Recitations.

A & B Learn 6 consecutive verses from work set in *I. and II. Kings*, and *St. Mark*. Psalm 23 and 47, or a suitable hymn. Learn a poem (each child may choose a different one).

Use one of the following: *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); *The Golden Staircase*, chosen by L. Chisholm, Parts I-IV. (Nelson 1. and II., 5d. each; III. and IV., 6d. each).

B (only) *The Fairy Queen*, by Rose Fyleman (Methuen, 1/6).

Reading.

Children should "visualise" new words every day: see *Home Education*, page 240: see also word drill in the "Beacon Readers."

A (Upper), Poetry and books used for History, Geography, and Tales. *Black Beauty*,\* by Anna Sewell (Oxford, 1/3), chapters 1-26.

A For children who can read a little: *Picture Tales from the Russian*,\* Books I. to III. (Blackwell, 1/- each). *Woolly*\* (A Kaffir girl), (Milford, 3½d. or 6d.). *Irish Fairy Tales*\* (Collins, 6d.).

B Reading taught as in *Home Education*, or, use *The Beacon Readers*, Books I.\* (10d.), and II.\* (1/-), with *Teacher's Manual* (Ginn, 1/6). For beginners, *The New Beacon Reading Cards* (1/-) and *Word Builders* (1/-), with the *Introductory Book* (9d.).

Holiday and Evening Reading:

A *Abraham Lincoln* (Nelson, 1/6). *Man's Great Adventure*, by Stephen Southwold (Longmans, 2/6). *Myths and Legends of Many Lands*, Vol. II. (Nelson, 1/3).

B *Tales from the Moors and the Mountains*, by D. A. Mackenzie (Blackie, 7/6), pp. 1-122. *In the Beginning*, by Lady Erleigh (Nelson, 2/-).

Music Appreciation.

A & B The work of Brahms. See (a), article, and (b), *Our Work* for records and Gramophone Club, in the January *Parents' Review*.

Ear Training, Piano, etc.

A & B Regular lessons in ear training and sight reading.

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.). *The Three R's in Music*, by Arthur Somerville (Boosey, 1/6).

*Ear Training*, by M. Chamberlain (Novello, 6/-), and *Eye Training*, by M. Chamberlain (Novello, 2/6), will be found useful. (See introduction for amount of work each term.)

*The Child Pianist* (Curwen & Son, 3/- a volume), with *Teacher's Guide* (revised edition, 7/6).

Singing.

See *Ear Training* and *Eye Training* above.

A & B Learn two English songs.

A *The Clarendon Song Books*, Book I. (Oxford Press, 2/6 or 3/-; words and voice parts only, 6d. or 8d.).

B For songs see *Ear Training* (see above), or *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

A & B Learn two French songs (see under French).



#### Drill.

A & B Daily drill and games.

*A Hundred Children's Singing Games*, edited by F. Kidson (Bayley & Ferguson, 2/-). Folk dances: *Scandinavian Dances*, Series I. & II. (Ling Association, with instructions, 11d. each). *British Marches for Schools*, by Martin Shaw (Evans, 3/6).

A Board of Education *Syllabus of Physical Training for Schools, 1919* (1/6); take six consecutive tables.

B *Physical Exercises for Children under Seven* (3d.).

A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode).

#### Work: Crafts, etc.

A & B (a) Help in house or garden.

*Practical Gardening for Children*, by H. O. Marshall (S.P.C.K., 1/6).

(b) Paper modelling.

I.A. & B. *Paper Cutting and Modelling*, by J. E. Tolson (Pitman, 4/-). (Omit correlated schemes). Choose suitable models from Sections I. to V.

I.B. may use *Coloured Paper Work* (Dryad, 2/-); *The World of Paper*, by Forbitticchio (Willis & Co., Vol. IV., 1/3), for cut-out animals.

Toys, may be made from *Toy-Making*, by Bertha Eden (Pitman, 4/-).

(c) Sewing.

*Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6).

Knitting with large pins and coarse cotton or wool.

(d) Ruffia Work.

*Raffia Work*, by E. Mochrie (Dryad, 3/6).

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

N.B.—Teachers will find valuable suggestions in *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

#### GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 2.—The work in Form I.A. lasts for two years (ages 7 to 9). In the second year children should read their own books and sometimes write narration. Classes in the second year of I.A. might be called "Upper I.A."

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6), and *Parents and Children* (5/). A record of work should be kept (see leaflet H). In home school-rooms and small schools where there are children in A as well as in B, both forms may work together, except in Tales and Geography, doing the work of A or B as they are able, but more work must be expected from I.A. The work in any one subject must not be selected from A and B.

N.B. 4.—In Arithmetic and French there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must, in these subjects, either (a) begin the set book if the subject is new, or (b) continue in the set book from the point they have reached, but they will be handicapped in the future if they have not covered the full course for the Form.

N.B. 5.—Each pupil in Upper I.A. should have a copy of all books, etc., marked # and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set from "Drawing" onwards (and any others in small type) are advisable but optional.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and *Notes and Queries* in the *Parents' Review*.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.



# Parents' National Educational Union.

## The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto: "*I am, I can, I ought, I will.*"

FORM I. (A and B).

PUPILS' NAMES.....

### Bible Lessons.

- I. 1. Tell a story about (*a*), the Garden of Eden, *or*, (*b*), the Flood.  
2. Tell a story about (*a*), the Tower of Babel, *or*, (*b*), Abram and Lot.
- II. 1. Tell the story of (*a*), the man who had great possessions, *or*, (*b*), Blind Bartimæus.  
2. Tell the story of (*a*), Jesus in the house of Simon, *or*, (*b*), the women who found the stone rolled away from the sepulchre.

Beginners. Tell a Bible story you have heard this term.

### Writing.

- A Write (once only) a line of poetry from memory.  
B Write, or print (once only),—  
"Nine brown elephants standing in a row."

### Tales.

- A 1. Tell (*a*), about Giant Despair, *or*, (*b*), how Christian and Hopeful met with the Flatterer.  
2. Tell (*a*), how Ulysses came to his own country disguised as a beggar, *or*, (*b*), a story about Phrixus and Helle.
- B 1. Tell (*a*), a short fairy story, *or*, (*b*), one long, or two short Æsop's Fables.



English History.

- A 1. Tell a story about (a), King John of France and the Black Prince, *or*, (b), Richard II. and Wat Tyler.  
2. Tell a story about (a), Joan of Arc, *or*, (b), the Red and the White Roses.  
3. Tell a story about (a), Lord Nelson, *or*, (b), Sir John Macdonald.
- B 1. Tell about (a), the crowning of King Harold, *or*, (b), Harold of England and Earl Tostig.  
2. Tell a story about (a), Taillefer, *or*, (b), Hereward the Wake.

Geography.

- A 1. What would you expect to see (a), if you climbed up a mountain, *or*, (b), if you could find where a river begins? Draw (a), a mountain chain, *or*, (b), the course of a river.  
2. What do we mean by the British Isles? Name and, if you can, draw each of them. Tell all you can about the seas surrounding them.
- or*, 2. Describe a journey from Spithead to Berwick.  
3. Pace and make a plan of a path in a garden or park.
- B 1. What shape is the world? How can we see this for ourselves?  
2. Tell about four different kinds of home in (a), India, *or*, (b), in the lands of snow and ice.  
3. Tell about a place that you have heard about this term. Where would you find it on a map?

Natural History.

- A 1. Tell about (a), a shrew, *or*, (b), a toad.  
2. Mention four birds you know by sight (or have read about), and say something you have noticed (or know) about each. What sort of nests do they build?
- or*, 2. Tell what you can about the sleeping places of birds.
- B 1. Tell about (a), a cuckoo, *or*, (b), a grass-snake.  
2. Tell about (a), the sedge warbler and its nest, *or*, (b), a raven.

Overseas, A & B.

1. Tell what you can about (a), a chimpanzee, *or*, (b), a leopard.  
2. Tell (a), the story of the flat fish, *or*, (b), about a sticklebat.

French \* (Oral only.)

- A Children (a), to recite a series, *or*, tell about a picture in *Madame Lapine*, (b), make 3 new sentences, (c), recite a poem.
- B Say six sentences or answer six questions in French.

Number. (All working must be shown and answer clearly stated.)

- A (4th term.) 1. Mary has  $\frac{2}{6}$  to spend on four toys for 4 children. Make a list showing what she bought, and give the prices.  
2. Draw a line 5 inches long. Cut off 2 inches first and then  $1\frac{1}{2}$  inches. What is left?  
3. There are twenty-four nuts on a plate. If Jacko takes them all away and can only take away two nuts at once, how many times will he go to the plate?
- A (1st term.) 1. Mary buys a pencil-box for sixpence, and puts in two pencils at twopence each, a pen holder for a penny, and four nibs at a penny. How much does she spend?  
2. Twenty-five children were invited to a picnic; then seven more children were asked, and then nine more. How many apples must be taken to give each child one?  
3. If Jack has three brothers and sisters and Susan four brothers and sisters, how many children are there altogether?
- B (1st term.) 1. John buys three picture post cards at a penny each. If he buys a penny stamp for each, how much does he spend altogether?  
2. Tom cuts in half a piece of string 8 inches long. How long is each piece then?  
3. Make up 10 in four different ways.

Picture Study

A & B Describe "View of Sin-le-Noble," by Corot.

(Another picture by Corot may be described if this one was not taken.)

Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture, giving it a name, for one of the stories (from books set) that you have enjoyed this term.  
2. (a), A tree twig with leaf buds, *or*, (b), an animal you have been able to watch.

Recitations \*

Father to choose a hymn, a poem, and two passages from the Bible lessons.

Reading. \*

Father to choose unseen passage.

Music. \*

Examine in work done and report progress.

Singing. \*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill. \*

Drill, before parents.

Work, Crafts, etc. \*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

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N.B. 1.—Examination to begin on Thursday, March 17th, or Monday, March 28th. Papers to be posted on March 24th or April 2nd, *with no other enclosure*. The examination should last a full school week.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form I.A, the rest being dictated, (b) the Regulations as to the number of papers to be sent in by Schools. In Infant Schools: a teacher's P.U.S. Report on *one* child's oral work may be sent up from Form I.B. when it is not possible to arrange for the dictated answers for either I.B. or I.A.

N.B. 4.—Members overseas may send in papers for examination at the end of *any* two terms in the year.

Members are asked to state on the Parents' or Teachers Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.